DOCUMENT RESUME

ED 427 096 UD 032 619

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TITLE Crime Rates at Selected Historically Black Colleges and Universities: A Male Incentive Curriculum Model of Non-Violence.
PUB DATE 1997-10-00
NOTE 32p.; Paper presented at the National Conference on Family and Community Violence Prevention (3rd, New Orleans, LA, October 1997).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Black Colleges; Black Students; *Crime; Higher Education; Incentives; *Interdisciplinary Approach; *Males; *Violence

ABSTRACT

An ongoing research project has been designed to collect and describe crime data reported between 1992 and 1996 by selected historically black colleges and universities (HBCU). The overall goal is to examine crime data reported by gender over 5 years with regard to four categories of violence defined by the Federal Bureau of Investigation: aggravated assault, forcible sex offenses, murder, and robbery. Useable responses were received from 40 HBCUs. Data reveal an overall increase in the percentage of HBCUs reporting violent crimes over the 5-year span. Findings are discussed in relation to specific sociological trends, and a male incentive model of nonviolence is presented as a framework for addressing male violence. The model proposes an interdisciplinary curriculum that integrates social systems theory and operant conditioning principles in the application of male bonding and interpersonal skill building. An appendix contains the model. (Contains 5 tables and 20 references.) (SLD)

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Crime Rates at Selected Historically Black Colleges and Universities:

A Male Incentive Curriculum Model of Non-Violence

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Third National Conference on Family and Community Violence Prevention
New Orleans, LA
October, 1997

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Crime Rates at Selected HBCUs: A Male Incentive Curriculum Model

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This study was conducted at selected Historically Black Colleges from 1992-1996 to determine their crime rate. The sample included enrolled and non enrolled individuals from the colleges and communities. The results present a comprehensive picture of crime on the campuses. Recommendations are made for a curriculum that focuses on the prevention and reduction of violence by males against women.

Abstract

The purpose of this study is to initiate an on-going research project which is designed to collect and describe crime data reported from 1992-1996 by selected Historically Black Colleges and Universities. The study's overall goal was to examine crime data reported by gender over the last five years in regard to the four categories of violent crime as defined by the FBI (aggravated assault, forcible sex offenses, murder and robbery). Previous research studies suggest that colleges tend to underreport gender-based crimes. Lack of clear-cut research efforts in this area can have an adverse effect upon awareness and prevention of violence against women.

The study presents findings in regard to specific sociological trends identified from colleges and universities reporting of violent crimes that involve male offenders and male victims, male offenders and female victims and crimes committed by students as opposed to non-students. There is a public perception that violent crime is increasing on college campuses and often African-American males are targeted as the primary perpetrators. Some violent acts extend into the general community. Clearly, there is a need for more prevention programs and further research. A male incentive curriculum model of non-violence is presented as a framework for addressing male violence.

Crime Rates at Selected Historically Black Colleges and Universities: A Male Incentive Curriculum Model of Non-Violence

Since the 1980s, there has been a growing body of information about crime on college campuses. Some of the increase is based on passage of The Student Right-to-Know and Campus Security Act (Public Law 101-542) which was signed into law in November 1990. The Crime Awareness and Campus Security Act of 1990 falls under Title II and is applicable to all institutions participating in the student financial aid programs under Title IV of the Higher Education Act of 1965.

The purpose of this study is to collect and describe crime data reported from 1992-1996 by selected Historically Black Colleges and Universities. The overall goal of the study is to examine crime data reported by gender over the last five years in regard to four categories of violent crime defined by the FBI as aggravated assault, forcible sex offenses, murder and robbery.

This study is significant in many ways. First, as an exploratory study, it adds to the knowledge base of the social sciences by providing an empirically based foundation for future studies of crime on HBCU campuses. Second, this study presents findings in regard to violent crimes committed that involve both male and female offenders. The information obtained about male on male crime can provide additional insight into development of prevention programs; therefore, in regard to

violent crimes (aggravated assault, forcible sex offenses, murder and robbery), results that primarily involve male offenders will be discussed. Also, the study highlights the need for further research in the area of gender-related crimes, particularly since violence against women is a national problem and there appears to be some suspicion among the public that colleges tend to underreport gender-based crimes (Tuttle, 1991). Lack of clear-cut research on crime and gender can impede prevention efforts and have a negative impact upon awareness and prevention of violence against women. Perhaps the greatest benefit to be derived from the study is that data can be analyzed and used to develop crime prevention programs in higher education that specifically cater to the needs of African-American males who are disproportionately affected by crime.

REVIEW OF THE LITERATURE

A review of the literature revealed that The Crime Awareness and Campus Security Act, PL 101-542, specifically requires colleges, as of September 1, 1992, to compile campus crime statistics and report them annually according to the crime categories defined by the Federal Bureau of Investigation (Tuttle, 1993; Lively, 1997). Additionally, The Higher Education Amendment of 1992, after several subsequent modifications, imposed new requirements for preventing, reporting, and investigating sex offenses that occur on campus. This amendment further required publication of an annual report and that all prospective students and employees must be informed that the annual report is available, given a summary of its contents and a copy of the report made available upon request. (Tuttle, 1993;

Lederman, 1994; Lively, 1997). Passage of the law generated a proliferation of new issues and concerns, primarily revolving around non-compliance by colleges and universities and accuracy of reported crime statistics.

The Chronicle of Higher Education conducts an annual survey of America's Postsecondary institutions and gathers data concerning crime statistics, awareness programs and security measures (Lively, 1997). Recently, The Chronicle of Higher Education reported that The U.S. Department of Education had released a report indicating that a survey of more than 1,400 colleges revealed that over 10 per cent of the colleges failed to publish annual security reports required by federal law in 1995 (Lively, 1997). Similarly, the U.S. Department of Education's request for a study to be done during spring 1996 , by the National Center for Education Statistics using the Postsecondary Education Quick Information System (PEQIS), found that 13 per cent of the colleges did not compile the annual reports in 1995. Furthermore, during 1995, only 40 percent of the colleges compiled and reported their statistics according to the FBI's definition of crime (Lively, 1997). Several other studies have produced similar results (Lederman, 1995; Campus Watch, 1996).

Since colleges were at liberty to voluntarily participate in the National Incident-Based Reporting System of the Federal Bureau of Investigation and were not required to report campus crime statistics prior to 1992, very little is known about the true nature of crime which previously existed on college campuses other than the sensationalism of random violent acts reported in the media and sporadic journal articles.

As the 1992 reporting process began, data reported by postsecondary institutions appeared to be somewhat conflicting and confusing at the least. Currently, there is some disagreement among researchers about whether crime is increasing or decreasing on college campuses, and whether crime is dropping nationally, as well as, the accuracy of reported statistics. There is confusion about the Act itself and which crimes are relevant to certain categories such as non-forcible sex offenses (Lederman, 1995). Overall, researchers have been unable to answer many questions relating to the full extent of campus crime. Which schools are safe or unsafe? How can researchers deal with the multiple variables that create difficulty in making distinctions among diversified institutions?

While several studies have attempted to address some of these issues, very little empirical research has been generated to reflect how black colleges and universities are affected by crime. According to The Journal of Blacks in Higher Education (1995), crime, especially violent crime, is on the rise and recent homicides on black college campuses has generated shock and fear among many African-American parents who now seek assurances that the campuses are safe. There appears to be a public perception that campus crime is increasing and the media over-represents negative images of violence committed at HBCUs, which can create an impression that HBCUs have higher crime rates than other postsecondary institutions. In reality, some of the violent acts associated with most colleges actually extend into the general community because of crimes occurring around or

near college campuses and those committed by visitors attending campus functions or browsing on campus property. In his discussions regarding the ability to make broad generalizations about campus crime statistics, Lively (1996; 1997) warned that many campus crimes, including murder, involves neither students nor professors and depending on the crime, the campus statistics either reflect or run counter to national trends.

Generally, when crimes do occur, African-American males often are portrayed as the primary perpetrators, as well as the primary victims of violent crimes. According to Jingles (1996) violent crime is one of the most pressing problems in American society, and African-Americans are especially hard hit. She recently stated that, "An epidemic of violence-particularly among young Black males-threatens to tear apart the moral fabric of the Black community. From the home to the school and the workplace, no institution is immune from its reach-or its effects" (Jingles, 1996, p. 24). The proliferation of drugs and gun-related violence in the Black community, and the escalation of Black male fratricide has diminished the positive role and attributes of Black men, and instead has elevated ugly images of Black men as thieves, criminals, and savages-projected through movies, music and other communications technologies throughout the world. (Farrakhan, 1995).

Some studies have found a very high incidence of crime on many black college campuses but they also cite close proximity to inner-city neighborhoods and unequal funding of campus security as major factors to be taken into consideration when attempting to portray a more accurate picture of campus crime on black

college campuses. On the other hand, crime is a reality and major concern of HBCUs. Norfolk State University President, Harrison B. Wilson, commented on HBCU campus crime by stating "The university is inheriting people from the community where they grew up. They come in with the same problems as if they had stayed home. Our society is more complex than the 1960s. There were people who looked out for each other. We had an extended family who noticed whether a child wasn't performing properly. Today, students bring in a lot of baggage". (Hayes, 1994, p. 22). It seems as though much of the " baggage" brought from home and the community is being unpacked and unleashed on other college students through senseless violent acts.

While both males and females are affected by crime and violence, more attention recently has been devoted to meeting the needs of women but African-American males have not received the same attention. This study was based on an assertion that there is an equally pressing need for prevention programs to be developed to serve African-American males who tend to be disproportionately affected by campus violence. A Male Incentive Curriculum Model of Nonviolence (see Appendix A), is presented as a framework for monitoring, reducing and preventing campus violence among African-American males.

THEORETICAL FRAMEWORK

Research conducted over the past half century has clearly documented five categories of causes and correlates of juvenile delinquency: (l) individual characteristics such as alienation, rebelliousness, and lack of bonding to society; (2)

family influences such as parental conflict, child abuse, and family history of problem behavior (substance abuse, criminality, teen pregnancy, and school dropouts); (3) school experiences such as early academic failure and lack of commitment to school; (4) peer group influences such as friends who engage in problem behavior (minor criminality; gangs, and violence); and (5) neighborhood and community factors such as economic deprivation, high rates of substance abuse and crime, and low neighborhood attachment. These categories can also be thought of as risk factors. To counter these causes and risk factors, protective factors must be introduced. Protective factors are qualities or conditions that moderate a juvenile's exposure to risk. Research indicates that protective factors fall into three basic categories: (1) individual characteristics such as a resililient temperament and a positive social orientation; (2) bonding with prosocial family members, teachers, and friends; and (3) healthy beliefs and clear standards for behavior. While individual characteristics are inherent and difficult to change, bonding and clear standards for behavior work together and can be changed (Office of Juvenile Justice and Delinquency Prevention, 1994).

The success of prevention programs geared toward both male and female juvenile offenders is well documented, however, comprehensive prevention programs targeting students in higher education are still too few in number. Many effective intervention strategies and programs have been developed for serious, violent, and chronic delinquent offenders and have evolved into identification of more concrete risk factors, successful prevention approaches, and prevention

models , e.g., the Social Development Model proposed by Hawkins and Catalano, (1992). Other successful prevention programs include Morehouse College's Counseling and Behavior Modification Program for children ages 6 to 12 who come from abusive families and Talladega College's Cultural Awareness Program which focuses on principles of Kwanzaa by engaging housing project participants (Jingles, 1996). Conversely, there is a need for comprehensive prevention strategies, approaches and models available to work with young people who are primarily in the late adolescence and young adulthood stages of development and are matriculating at postsecondary institutions. HBCU's are in the beginning phases of developing comprehensive prevention programs and engaging in research efforts by utilizing mechanisms such as on-campus Family Life Centers and sponsorship of the first National Conference on Family and Community Violence in 1995.

The male incentive curriculum model was conceptualized to build upon this foundation by presenting a learning theory approach based on incentives in order to reduce male offender and male victim violence. The model was developed from principles underlying systems theory and behavioral learning theory. The model proposes an interdisciplinary curriculum that integrates social systems theory and operant conditioning principles in the application of male bonding and interpersonal skill-building. Intervention strategies introduced in the model are designed to foster development of male bonding, social interest and prosocial behavior among college level African-American males.

METHOD

Subjects

The subjects for the study included the full population sample of all 103 four year Historically Black Colleges and Universities located in the United States. Based on responses from forty-one colleges and universities, approximately two-thirds (n=26, 65%) of the respondents were public institutions and the remaining one-third (n= 14, 35%) were private and/or church related institutions. The majority of the colleges (n=32, 80%)) were described as urban with the remaining colleges being located in rural settings (n=8, 20%). The colleges varied greatly in size and other unique institutional characteristics. A majority of the respondents had enrollments of less than 3,000 students (n=16, 40%), 14 (35%) enrolled 3,000-5,000 students and 10 (25%) had enrollments above 5,000. Thirty-two (80%) of the respondents indicated that they do report to the National Uniform Crime Reporting Program while 4 (10%) did not report and another 4 (10%) did not respond to this question.

Instrument

The survey instrument was a questionnaire that was developed to gather crime data based on gender from 1992 to 1996. The questionnaire was field tested. It was structured to gather data that colleges and universities have reported annually for the four categories of violent crime defined by the Uniform Crime Reporting Program of the FBI (murder, forcible sex offenses, aggravated assault and robbery). A likert scale format required respondents to circle one of six values representing the number of arrests reported from 1992 to 1996, based on type of

crime and gender of offenders and victims. Possible responses included 1= 0, 2=1-5, 3=6-10, 4=11-15, 5=16-20 and 6=21 and above incidents reported). Respondents were ask to circle their responses based on four gender classifications assigned to each of the four categories of crime: male offender and female victim, male offender and male victim, female offender and male victim and female offender and female victim. Gender-based data also were gathered on gang-related incidents, burgularly, motor vehicle thefts, substance/ alcohol abuse and weapon violations.

Additionally, institutions were asked to provide 1996 data on percentage of campus crimes that were committed by students as opposed to campus crimes committed by persons unaffiliated with the institution (nonstudents, faculty and staff).

Procedure

Survey data were collected during the fall of 1997. Each institution's campus security department was mailed a questionnaire, addressed stamped envelope, and a cover letter explaining the purpose of the survey. Telephone calls were made to chiefs and/or directors of campus security as the primary procedure for follow-up on nonrespondents.

Forty-one colleges returned the questionnaire (a response rate of 40%). One response was not used in the analyses because of incomplete data, resulting in a total sample of forty (N =40) and a 39% usable return rate.

Analysis of Data

All data were analyzed by The Statistical Package for Social Sciences (SPSS-

X) computer program. Data were analyzed to determine frequencies and percentages of incidents of reported crime. Percentages were generated for crimes reported involving male offenders and female victims, male offenders and male victims, female offenders and male victims and female offenders and female victims. The data discussed here primarily focuses upon reported violent crimes involving male offenders (aggravated assault, forcible sex offenses, murder and robbery).

Results

Consistent with the information presented by Lederman (1994), Lively (1995), and The Journal of Blacks in Higher Education (1995), the data collected in this study indicated an overall increase in the percentage of HBCUs reporting violent crimes over the five year span. For instance, 45% of the respondents reported incidents of robbery on campus in 1993, whereas, 58% of the colleges reported robbery on campus in 1996. The percentage of respondents reporting forcible sex offenses increased from 23% to 48% from 1993 to 1995, respectively. Likewise, the percentage of colleges reporting incidents of murder increased from 3% to 8% from 1992 to 1995, respectively. Although a similar trend was found among HBCU colleges and universities reporting incidents of aggravated assault, it is less defined over the five year span than the examples cited above.

Among violent crimes involving male offenders and male victims, aggravated assaults increased from 35% in 1992 to 40% in 1996, representing an overall increase of 5%. (see Table 1). It is noteworthy to observe that within the five years since 1992, a larger percentage of colleges and universities reported 1-10 incidents of

aggravated assaults involving male offenders and male victims. The sharpest increase occurred between 1994 (32.5%) and 1995 (45%) resulting in 12% more colleges and universities reporting aggravated assaults. Assaults falling into the category of eleven and above revealed that HBCU colleges and universities had an overall increase from 5% in 1992 to 10% in 1996. Although male offender/male victim assaults remained fairly consistent at 5% for three of the five years (1992, 1993, and 1995), there was a slight increase of 2.5% in 1994. While more colleges have been reporting 1-10 incidents of assault over the last five years, they also have doubled their reporting in the 11 and above category. Percentages have increased from 5% in 1992 to 10% in 1996.

Table 1 Percentage of Colleges and Universities Reporting Aggravated Assault Involving Male Offender/Male Victim

Type of Crime	1992	1993	1994	1995	1996
Incidents					
Aggravated Assault					
0	40%	40%	45%	42.5%	42.5%
1-10	35%	37.5%	32.5%	45%	40%
11 and above	5%	5%	7.5%	5%	10%
No Response	20%	17.5%	15%	7.5%	7.5%

Over the past five years, there was a noticeable increase in colleges and universities reporting between 1-10 forcible sex offenses involving male offenders/male victims. There were no incidents reported between 1992-94, however, a 2.5% increase occurred each year from 1994-1996 (see Table 2).

Table 2 Percentage of Colleges and Universities Reporting Forcible Sex Offenses Involving Male Offender/Male Victim

Type of Crime	1992	1993	1994	1995	1996
Incidents					
Forcible Sex					
0	97.5%	97.5%	100%	97.5%	92.5%
1-10	0%	0%	0%	2.5%	5.0%
11 and above	0%	0%	0%	0%	0%
No Response	2.5%	2.5%	0%	0%	2.5%

There were very few incidents reported in the category of murder involving male offenders and male victims. None of the colleges and universities reported murders in 1995-96 involving more than 10 incidents. Of respondents reporting 1-10 incidents, only 2.5% reported murder during 1992-93; however, the percentage doubled to 5% in 1994 which was it's highest year of reporting (see Table 3). No murders were reported by these respondents in 1995-96.

Table 3 Percentage of Colleges and Universities Reporting Murder Involving Male Offender/Male Victim

Type of Crime	1992	1993	1994	1995	1996
Incidents					
Murder					
0	95%	95%	95%	100%	100%
1-10	2.5%	2.5%	5%	0%	0%
11 and above	0%	0%	0%	0%	0%
No Response	2.5%	2.5%	0%	0%	0%

Data in Table 4 indicate that colleges reporting robberies for the five year span increased by almost 20%. Colleges and universities reporting 1-10 robberies increased from 30% in 1992 to 47.5% in 1996. This was a dramatic increase of 17.5%. For the last two years, the percentage of colleges reporting 1-10 robberies have been around 40-45%. Overall, the last five years have resulted in a rising trend of increased reporting of robberies in this category. It should be noted that a new trend may be developing within the 11 and above incident category which has been fluctuating 2.5% to 5% in any given year. It appears as though more colleges may be reporting fewer incidents in the 11 and above category as compared to increased reporting for the 1-10 category. The data suggests that the trend could be shifting again, only now moving toward actual decreasing of crime which would be in line with the FBI's recent assertion that crime has decreased nationally over the last five years.

Table 4 Percentage of Colleges and Universities Reporting Robbery Involving Male Offender/Male Victim

Type of Crime	1992	1993	1994	1995	1996
Incidents					
Robbery					
0	47.5%	45%	40%	42.5%	35%
1-10	30%	32.5%	37.5%	40%	47.5%
11 and above	2.5%	0%	5%	2.5%	5%
No Response	20%	22.5%	17.5%	15%	12.5%

Although the past five years indicate an apparent trend of increased reports of violent crime involving male offenders with male victims, the data involving male offenders with female victims fails to illustrate this trend (see Table 5).

Table 5 Percentage of Colleges and Universities Reporting 1-10 Incidents of Violent Crimes Involving Male Offenders with Female Victims

Type of Crime	1992	1993	1994	1995	1996
Incidents					
Aggravated Assault	32.5%	25%	30%	30%	30%
Forcible Sex	22.5%	22.5%	35%	37.5%	17.5%
Murder	0%	2.5%	2.5%	2.5%	0%
Robbery	20%	15%	12.5%	15%	20%

Incidents of violent crime involving male offenders with female victims have remained fairly consistent over the five year span. The most interesting finding involving male offenders with female victims pertains to the reported incidents of forcible sex. Reports of incidents increased by a total of 15% from 1992 to 1995, however, in 1996, only 17.5% of the colleges reported between 1-10 incidents of forcible sex offenses. Therefore, there were fewer schools reporting forcible sex offenses in 1996 compared to 1995. The usefulness of this data is inherent in its ability to point out that male aggression and violence against women is still an important issue.

In the areas of weapon violations, alcohol and substance abuse and gang-related incidents, the data continued to point toward upward trends based on

increased percentages of reported crime. Respondents reporting 1-10 incidents of weapon violations involving male offenders has steadily increased over the past five years (50% to 62.5%); thereby, demonstrating a 12.5% overall increase in reporting. Male offenses involving alcohol/substance abuse have been consistently higher than females except for 1996. Colleges reporting between 1-10 occurrences of gang-related incidents involving male offenders has increased steadily over the past five years, rising from 5% to 12%.

In summary, analysis of crime data reported in the four violent crime categories involving male offenders and male victims revealed an upward trend has been evident in each of the categories over the five year span. Aggravated assaults increased overall by 5%, with the sharpest increase occurring in 1994. In 1996, colleges made twice as many aggravated assault reports (10%) as compared to 5% in 1992. Robbery increased almost 20% in the 1-10 category and has hovered around 40-45% over the last two years. Forcible sex offenses involving male offenders and female victims increased by 15%. Incident reporting for weapon violations, alcohol and substance abuse and gang-related violence has steadily increased over the years.

Discussion and Implications

These findings suggest that Historically Black Colleges and Universities have experienced increased reporting of violent crimes involving male offenders and male victims over the last five years. There are some upward trends which tend to indicate that male on male crime has followed a discernable pattern that led Historically Black Colleges to increase reporting over the last five years in each of

the four violent crime categories (aggravated assault, forcible sex offenses, murder and robbery). Similarly, as reporting increased for each of the four violent crime categories, the study found that weapon and alcohol and substance abuse violations also steadily increased along with gang-related incidents.

Overall, male students appeared to be at high risk for violent crimes, both as offenders and victims . Furthermore, the results revealed that male students are likely to be the primary offenders in all categories of violent crimes committed on campus, particularly since for the year, 1996, 28 (70%) of respondents reported that less than 5% of campus crimes were committed by persons unaffiliated with the institution in comparison to 12 (30%) of respondents who reported more than 5% of campus crimes being committed by nonaffiliated persons.

Based on the results of the study, male offenders and male victims clearly were the primary targets for campus violence. It is evident that male on male crime is a problem that must be addressed. Failure to isolate and address the special needs of African- American males will continue to leave them without adequate resources necessary to cope with society and life events. Data and research supports the need for The Male Incentive Curriculum Model of Non-Violence as a prevention strategy. This approach centers around addressing issues related to male on male violence and the multiplicity of issues that affect African-American males.

The limitations of the study warrant discussion. Although the sample size was adequate for the purpose of the study, colleges and universities varied in their ability to respond to all of the questions. A majority of the respondents (58%) still

use the paper and pencil method as compared to 35% who have computerized data management systems. There appears to be a need to work toward improving data collection and management techniques. Also, future research efforts should include strategies that will help increase the response rate.

In conclusion, interpretation of the results should take into consideration the variation and diversity existing among Historically Black Colleges and Universities and the changing racial mix found at several colleges categorized as HBCUs. Given these factors, the study's benefits far exceed its disadvantages and serve a useful purpose as an exploratory effort. The preliminary findings demonstrate that there is a clear need for further research. The results of this study demonstrated that HBCUs have been moving in the right direction in their effort to develop educational and prevention programs at the university level.

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Appendix A

MALE INCENTIVE CURRICULUM MODEL

OF NON-VIOLENCE

MALE INCENTIVE CURRICULUM MODEL OF NON-VIOLENCE

The male incentive curriculum model is a two-prong approach to reducing male/male violence based on systems theory and behavioral learning theory. The model proposes an interdisciplinary curriculum that integrates social systems theory and operant conditioning principles in the application of interpersonal skill-building. Intervention strategies are introduced to foster development of male bonding, social interest and prosocial behavior among college level African American males.

The first component involves development of an academically sound curriculum on family and community violence designed for participation of males only and the manner in which their lives are impacted by the criminal justice system. Research tends to show that while girls exposed to violence display more distress symptoms than by as a result of witnessing violence, boys were much more affected by victimization. These studies concluded that there was a strong relationship between exposure and risk behaviors (i.e., weapon carrying, fighting, drug and alcohol use (Jenkins & Thompson, 1986). The utility of gender-specific programs have been evaluated and conclusions drawn that more research is needed on gender differences in response to trauma(Jenkins & Thompson, 1986; Fitzpatrick & Boldizar, 1993; Singer, et. al., 1995).

Curriculum planning involves organizing. Curriculum development,

implementation and evaluation generally works best as a team effort. The University setting is exceptionally strong in resources with competent faculty who could implement an interdisciplinary approach to preventing violence. The disciplines could collaborate on content for focus groups and facilitation of groups.

Programs perceived by authorities to be effective are characterized by six major characteristics: case management, extensive aftercare, active client program involvement, control and security, education, and counseling (Office of Juvenile Justice and Delinquency Prevention, 1994). These six characteristics can be incorporated into a non-violence curriculum and used to engage African male students in meaningful discussions, role plays, and other interactive exercises.

While many disciplines have overlapping knowledge bases, they each have unique information to share with students. For example, Social Workers are competent case managers, counselors, therapists, and advocates for clients. Major goals of the Social work curriculum are to assist students in understanding the general problem-solving process, increase self-awareness, and enhance communication and relational skills. Also, students address issues related to values and ethics, abuse and neglect, poverty, racism, oppression, and discrimination. They gain knowledge about social policy, human behavior, advocacy, and empowerment, as well as, develop communication, interpersonal and group facilitation skills. Other disciplines have unique contributions that would ensure a well-balanced curriculum, i.e., Sociology's knowledge base regarding cultural diversity and man's relationship to society. Education and Counseling Programs can help students learn how to

manage stress and anger, use conflict resolution and understand the effects of alcohol and substance abuse. Psychology can help students understand human behavior, coping skills and personality development.

Essentially, the model is a systems approach to combating violence and requires that all units work together to help students gain an awareness of self, learn how to manage their anger and how to love and respect self and others. Overall, the curriculum should be centered around a series of focus groups which are designed to provide forums for African American males to discuss barriers to male bonding within the context of their every day life experiences.

Focus groups of this nature can be quite useful to help eliminate barriers to communication and development of a sense of social interest or care and concern for others (Adler, 1979). At critical points in the chronological age and development of many African American youth, they have been taught to fear each other and sometimes to fear themselves. Perhaps, Goodall (1995), expressed the sentiments of many African American youth, when he stated, "There was a time in my life when I would never have considered expressing affection for another Black man, or for any man, for that matter. I was too cold, too hard. It was difficult for me even to love myself" (1995, p. 58). He continued by saying, "I can't ever remember ever hearing a Black man say "I love you" when I was growing up. I can only remember Black men talking badly about one another and telling me to watch my back. They didn't teach me to love, only fear" (1995, p. 58) .

Major goals of the curriculum are to increase male bonding, instill self-worth

and self-respect, enhance coping mechanisms and reduce violence toward each other.

The second component of the model includes incentives for good behavior. Some young men have been treated quite badly by society and enter college feeling neglected, disenfranchised, hostile, unloved, and discriminated against. During the last twenty years of reading student self-profile papers, it became quite apparent that increasingly with each passing year, more and more students describe their backgrounds as involving neglect, sexual abuse, teen-age pregnancy, single parenthood, poverty, death and loss of loved ones from weapons and gang-related violence, and trying to survive in communities where guns, drugs and violence are part of their everyday existence. Interestingly, they also seem to describe fewer "protective factors" or buffers from these life events.

Based on the theoretical assumption that violence is a learned behavior, it can also be assumed that violence can be unlearned and that behavior can be changed in later life. A major value underlying social work practice is the right to self-determination. According to Zastrow (1993), self-determination implies that clients have the right to hold and express their own opinions and to act on them, as long as in so doing they do not infringe on the rights of others. Self-determination further implies that clients should be made aware that there are alternatives for resolving personal and social problems. The art of helping people involves believing that people have the capacity to change and assisting them in exploring their options and making informed decisions about their behavior.

One method of changing behavior is based on learning theory or behavioral theory which asserts that human behavior is shaped by natural selection and cultural practices but mostly by one's personal history of operant conditioning. Both positive reinforcement (presentation of a reward) and negative reinforcement (removal of an unpleasant stimulus) strengthen behavior, and the effects of both are much more predictable than the effects of punishment (Fiest, 1994).

Punishment is integrated into the model, in that, students will be responsible for their actions and the consequences according to university policy and societal laws. This model emphasizes rewards as a means of developing social interest and encouraging prosocial behavior. Alfred Adler (1964) believed that social interest is a part of human nature and that some amount of it exists in everyone-the criminal, the psychotic, and the mentally healthy. Social interest is rooted as potentiality in everyone, but it must be developed before it can contribute to a useful style of life (Fiest, 1994). Since many students have responded to life events in the wrong way all of their lives, it is evident that they have learned the wrong way. To redirect the learning process, incentives can be provided whereby male students can be rewarded for nonviolent behavior. Granted, some may view this method as a form of bribery which has been one of the criticisms of behavioral theory, however, the goal is to change behavior and studies have documented that people respond when they are rewarded for their effort (Fiest, 1994).

Incentive programs can be integrated into prevention programs and can be effectively implemented by institutions of any size. Examples of incentives include

tuition credits, Honor's Day Recognition, Recognition at Graduation, Recognition by various organizations, praise and reinforcement from departmental units, certificates, hats, t-shirts, scholarships, etc. The inherent value of these incentives lies in their ability to capture awareness of males who have remained nonviolent. Visible signs that efforts are being made to change among African-American males themselves, could have a calming and secure effect; thereby, stimulating African-American males to think before acting... to think beyond the violent act.

The male incentive curriculum model is simple, yet, powerful. An organization known as Security On Campus, Inc., recently awarded two institutions and two individual recipients with the 1996 Jeanne Clery Safe Campus Award (Campus Watch, 1996). These awards are incentives for individuals and institutions to continue to work toward a safe campus environment; thus, it seems reasonable to apply the same concept to the male incentive curriculum model which rewards positive behavior for male bonding and the decrease of violence among African-American males.